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IDENTIFIERS	*Textile Industry

ABSTRACT

This curriculum package on problem solving is a product of the Workforce 2000 Partnership, which combined the resources of four educational partners and four industrial partners in Alabama, Georgia, and South Carolina to provide education and training in communication, computation, and critical thinking to employees in the apparel, carpet, and textile industries. The curriculum package contains a curriculum guide that provides the following: a quick view of all the major components of the curriculum for problem solving; the job title for which the curriculum was originally developed and field tested; a general instructional objective; the estimated time needed; and a chart matching specific instructional objectives with the estimated amount of time required, the learning activities included, resources required, evaluation method, and suggested resources and materials. The lesson plan contains a detailed explanation of the activities in the curriculum guide. Handouts, transparency masters, and pretests and posttests are provided. This curriculum package focuses on problem-solving and stress-management techniques to use in the workplace. (KC)

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ED 424 476

Success Skills for the Textile Industry: Problem Solving (SS3)

EDUCATION PARTNERS	INDUSTRY PARTNERS
Enterprise State Junior College	CMI Industries, Inc.
MacArthur State Technical College	Opp & Micolas Mills
Southeast Alabama Adult Network	Pridecraft Enterprises
Laurens County Literacy Council	Shaw Industries

The Workforce 2000 Partnership combines the resources of educational and industrial partners to provide education and training in communication, computation and critical thinking skill to employees in the apparel, carpet and textile industries. The project is funded by a US Department of Education National Workplace Literacy Program grant awarded over three years to Enterprise State Junior College in the amount of $2,243,470 (70%) with committed private sector matching funds of $961,487 (30%), bringing the total program resources to $3,204,957. The activities of the Partnership do not necessarily represent the policy of the Department of Education, and you should not assume endorsement by the Federal Government. Participation by the education or industrial partners in the project should also not be construed as endorsement by the Government of any partners' products.

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INTRODUCTION

The Workforce 2000 Partnership is a network of industries and educational institutions that provides training in communication, computation, and creative thinking to employees in the textile, apparel, and carpet industries. The Partnership serves line employees and first-line supervisors at 15 plants in Alabama, Georgia, and South Carolina. The curricula for these topics are developed by the educational partners, which include a junior college, a technical college, and two adult education/literacy programs.

The Partnership uses functional context curricula to teach the topics listed above. This introduction will describe how the curriculum is developed, the contents of this curriculum package, and how to involve learners in the educational process.

CURRICULUM DEVELOPMENT

Before writing curriculum, instructors must know what employees need to learn. An instructional need is defined as the difference between what workers know and what the job requires. Project staff employ a variety of methods to analyze the duties and tasks of the jobs, as well as what kinds of communication, computation, and creative thinking skills are required. The analyses include interviewing exemplary workers; observing these workers on the job; interviewing groups of workers who perform the same or very similar jobs; reviewing documents such as job descriptions, handbooks, signs, memoranda, etc; interviewing supervisors and managers; and structuring surveys to be completed by workers, supervisors, and managers. During the analyses, the curriculum developer will also look for skills that the worker must perform to be considered for promotions.

Needs assessment is a vital part of the curriculum development process because the educator must fully understand what a worker does in order to determine what the worker must learn. As the needs assessment process continues, the educator also collects numerous documents to use as materials for instruction. The use of work-specific materials for instruction is what sets workplace education apart from other types of adult education. These materials allow skills to be learned in the classroom and more readily transferred to the plant floor. Therefore, reading skills improvement takes place as the worker is reading and comprehending the employee handbook; math skills improvement happens while the worker is computing percentages for production; and thinking skills improve as the worker is learning to work as a team member.

CONTENTS OF THIS CURRICULUM PACKAGE

The Curriculum Guide

The curriculum guide provides a quick view of all the major components of the curriculum. The job title for which the curriculum was originally developed and field tested is given in the upper left hand corner under the name of the curriculum module. Next is the General

Instructional Objective that defines the major purpose of the curriculum. The Overall Time is listed to estimate the amount of time that should be devoted to the entire module.

The chart is used by reading across the columns to match the Specific Instructional Objective with the estimated amount of time required, the Learning Activities, Resources required for the activities, and the Evaluation method used to assess achievement of the specific objective. The instructor should carefully review the column on Resources / Materials to ensure that necessary items are readily available. Copyrighted materials may be referenced in the Resources section of the Curriculum Guide; however, no copyrighted material has been duplicated and placed in this module.

Sequencing Learning Activities

Project staff use a model of instructional sequencing adapted from *Literacy at Work* by Jori Phillipi[1]. In this model, the instructional sequence begins with an activity designed to invite the learners into the learning process. This activity will allow the learners to bring to mind past learning and experiences in a way that will facilitate the learning of new information. The activity may come from the workplace or from other real-life situations.

Once the new information has been presented, learners participate in activities designed to practice skills clustered in increasingly larger chunks. These skills are then applied to situations from the workplace to maximize the transfer of the skills learned. A closure activity provides for review and assessment of the skills learned and may also identify needs for further learning.

Lesson Plan

The Lesson Plan contains the detailed explanation of the activities referenced on the Curriculum Guide. Note that the numbering system for the activities is the same on the Curriculum Guide and in the Lesson Plan. In reviewing the Lesson Plan, the instructor should look for places where more appropriate work-specific items can be substituted. This substitution customizes the curriculum for the specific work site and makes the learning activities more meaningful for the learners involved.

Handouts, Transparencies and Tests

The Lesson Plan may require that handouts and/or transparencies be used in teaching the module. If so, these items are located behind the Lesson Plan in the curriculum package and are designated as Handouts or Transparencies in the header at the top of the page. If a pre- and post-test (called Preview and Review) are a part of the module, these will also be found in the Handouts section.

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[1] Phillipi, Jori. *Literacy at Work: The Workbook for Program Directors*. New York: Simon & Schuster Workplace Resources, 1991.

It is essential to provide opportunities for the adult learners to recognize their place in the educational process. The first step in the process is the assessment of the learner's skills and needs, performed jointly by the learner and the instructor. This assessment, becomes a part of the learner's Individual Education Plan (IEP). The IEP forms used by the Partnership are contained in this module. The IEP provides for collection of demographic data, evaluation of learner's skills and needs, and an outline of the activities in this module.

Every activity contains opportunities for evaluation, and, as much as possible, the learners perform the evaluation themselves. As curriculum is written, a page is developed for the learners to use to follow the sequence of activities and to document their performance. This page, called the Learner's Page, becomes a part of the IEP.

Frequently, pre- and post-tests (referred to as Previews and Reviews) are administered as a part of the evaluation process. Learners participate in scoring these tests and write their scores on their pages. To vary the assessment methods, the learners may be asked to rate themselves on their ability to perform certain skills, to write a phrase or statement that expresses their belief about their learning, or to specify what skills need more practice.

The purpose for including the learners in the evaluation process is to help them understand that assessment is reflective, constructive, and self-regulated. The learners, having participated in an ongoing needs assessment process, understand why they are participating in the learning activities. Therefore, including them in the evaluation of the learning gives them opportunities for relearning, synthesizing, and applying the skills.

Written self-evaluative comments on the Learner's Page also provide opportunities for communication between the learner and the instructor. This type of assessment is teacher-mediated (*i.e.* usually done when instructed by the teacher), ongoing, and cumulative. The Learner's Page is filed in his or her folder which is regularly reviewed by the instructor. During the reviews, the instructor may write comments in response to those made by the learner.

The goal of this curriculum is to enable learners to transfer classroom academic learning to the plant floor, thereby improving both productivity and efficiency. This curriculum will be most effective if the instructor customizes the curriculum to the specific worksite.

For more information about the project or the curricula contact:

Susan Steck, Project Director
Workforce 2000 Partnership
Enterprise State Junior College
P.O. Box 1300
Enterprise, Alabama 36331

TEL: (334) 393-ESJC
extension 226
FAX: (334) 393-6223

Module: Problem Solving **Author:** Wanda Bass/Phillip Johnson
Job Title: Hourly Textile Employee
General Instructional Objective: To apply problem solving techniques to management of workplace stress
Overall Time: 4 hours

Specific Instructional Objective	Time	Learning Activities	Resources/Materials	Evaluation (Process/Status)
(Motivation)	15 min	1.1 Motivational Activity: Brainstorm -- causes and effects of stress	Chalkboard, chalk or flip chart and marker	Participate in brainstorm by listening attentively and contributing ideas to brainstorm list
(Preview)	5 min	2.1 Assessment Activity: Preview	Handout: "Preview"	Complete "Preview"
Distinguish stress, distress, and eustress	35 min	3.1 Instructional Activity: Instructor Explanation -- definitions of stress, distress, and eustress		Listen attentively to lesson
Verify the legitimacy and/or uselessness of personal worries	25 min	4.1 Instructional Activity: Realization Exercise -- worries	Handout: "Worry List"	Complete exercise

Specific Instructional Objective	Time	Learning Activities	Resources/Materials	Evaluation (Process/Status)
Identify personal stressors and their source.	45 min.	5.1 Instructional Activity: Self-Evaluation -- personal stressors	Handouts: "Job Stress Vulnerability," "Workplace Personality Profile," and "Workplace Personality Profile Interpretation Guide." In addition, "Job Stress" and "Symptoms of Stress in the Workplace" (both of the last two handouts may be obtained from the original source: Raber, Merrill F., and George Dyck. Managing Stress for Mental Fitness. Revised. Menlo Park: Crisp, 1993. 16, 17.	Complete exercises and participate in related discussion.
Recognize techniques for coping with stress.	25 min	6.1 Instructional Activity: Discussion -- dealing with stress	Handouts: "Coping With Stress," "Sugesstions for Coping With Workplace Stress," and "Plan Away Stress"	Remain attentive to lecture and participate in discussion of handouts

Specific Instructional Objective	Time	Learning Activities	Resources/Materials	Evaluation (Process/Status)
Apply time management techniques for stress reduction.	15 min	7.1 Instructional Activity: Brainstorm and Evaluation -- weekly activities	Handout: "We All Get 168 Hours Per Week- How Do You Use Yours" (source: Ferner, Jack D. Successful Time Management. New York: John Wiley & Sons, 1980. 6,7.)	Complete given activities
	15 min	7.2 Instructional Activity: Planning Activity	Handouts: "Six Tips for Effective Time Management" (source: Haynes Marion E. Personal Time Management Revised Ed. Menlo Park: Crisp, 1994. 54.), "Sources of a 'To Do' List," "'To Do' List," " Priority List," and "Time Log,"	Begin to complete the planning sheets
	15 min	7.3 Instructional Activity: Discussion -- distractors/habits	Handouts: "Overcoming Procrastination," "Maintaining Balance in Life," and " Common Time Wasters"	Participate in discussion

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Specific Instructional Objective	Time	Learning Activities	Resources/Materials	Evaluation (Process/Status)
(Closure)	30 min	8.1 Instructional Activity: Discussion -- effective time management at the worksite		Participate in discussion
(Review)	15 min	9.1 Assessment Activity	Handout: "Review"	

LESSON PLAN

1.1 Motivational Activity – 15 minutes
Instructor will ask participants to brainstorm causes and effects of stress. Instructor will record participants' ideas to the chalkboard or flip chart.

2.1 Assessment Activity – 5 minutes
The instructor will distribute preview. After completion, participants will return preview to the instructor for scoring.

3.1 Instructional Activity – 35 minutes
The instructor will explain to students that stress is emotional and physical strain or pressure, distress is stress caused by pressure to perform or emotional worries, and eustress is positive stress (good stress) that works as a motivator.

4.1 Instructional Activity – 25 minutes
The instructor will distribute copies of "Worry List" handout to students and ask them to make a list of the things that cause them to worry. The instructor will ask each student to imagine that by placing "Worry List" on a table at the front of the room, they could get rid of their worries. The instructor will lead a discussion on things that worry them and how each of us have different things we worry about. The students are then asked to put their "Worry List" away and not look at them for seven days. At the end of seven days, the students should examine their "Worry List" and determine which worries were legitimate and which were useless. The instructor will explain that many things we worry about never come to pass.

5.1 Instructional Activity – 45 minutes
The instructor will distribute and discuss the following handouts:

"Job Stress Vulnerability"
"Workplace Personality Profile"
"Workplace Personality Profile Interpretation Guide"
"Job Stress"
"Symptoms of Stress in the Workplace"

The instructor will ask participants to complete the first two handouts and then discuss result before discussing the last two handouts.

6.1 Instructional Activity – 25 minutes
The instructor will distribute and discuss the following handouts:
"Coping With Stress," "Suggestions for Coping With Workplace Stress," and "Plan Away Stress."

7.1 Instructional Activity – 15 minutes
The instructor will ask students to brainstorm their weekly activities and how their time is spent.

The instructor will distribute copies of handout "We All Get 168 Hours Per Week-How Do You Use Yours?" and ask students to complete the evaluation.

7.2 Instructional Activity – 15 minutes

The instructor will distribute and discuss the following handouts: "Six Tips for Effective Time Management," "Sources of a 'To Do' List," " 'To Do' List," "My priorities for the week of," and "Time Log." The instructor will explain the importance of evaluating daily schedules for effective time usage and that many times we sacrifice the important things at work for the urgent things. Students will be asked to compare the urgent to the important.

7.3 Instructional Activity – 15 minutes

The instructor will ask students to brainstorm on ways we waste time. Copies of the following handouts will be distributed and discussed: "Overcoming Procrastination," "Maintaining Balance in Life," and "Common Time Wasters."

8.1 Closure Activity – 30 minutes

The instructor will ask students to identify areas at the worksite which will require being an effective time manager.

9.1 Assessment Activity – 15 minutes

The instructor will distribute copies of the Review. After the Review has been completed and scored, the instructor will give students their individual copies of the Preview/Review and discuss the correct answers.

Problem Solving
Preview

NAME_____ **DATE**_____

_____ 1. Stress can be described as:
   a. physical strain
   b. mental strain
   c. emotional strain
   d. all of the above

_____ 2. Eustress can be defined as:
   a. "good" stress
   b. "bad" stress
   c. "neutral" stress
   d. none of the above

_____ 3. Which of the following can help alleviate stress:
   a. inability to reach personal goals
   b. unsatisfactory human relations
   c. awareness of limits
   d. lack of career satisfaction

_____ 4. Which of the following personality types is more prone to stress-related illness?
   a. Type A
   b. Type B
   c. Type C
   d. none of the above

_____ 5. Which of the following can cause one to be more vulnerable to stress?
   a. eating at least one hot, balanced meal per day
   b. drinking four alcoholic drinks per week
   c. smoking a pack of cigarettes a day
   d. both b and c

_____ 6. Which of the following are tips for effective time management?
   a. list and prioritize weekly objectives
   b. make and prioritize a daily action list
   c. devote primary attention to high priorities
   d. all of the above.

_____ 7. Which of the following is a source for a "to-do" list?
   a. boss imposed tasks
   b. system imposed activities
   c. self imposed goals and activities
   d. all of the above

_____ 8. Daily action lists should
   a. exist independently of lifetime goals
   b. correlate with 10-year goals
   c. correlate with 5-year goals
   d. both b and c

_____ 9. Which of the following is not a technique for overcoming procrastination?
   a. going public
   b. increase planning time
   c. worst first
   d. written reminders

_____ 10. Which of the following is a common time-waster?
   a. reading while waiting
   b. consolidating trips
   c. handling paper once
   d. self-generated disorganization

Problem Solving
Preview/Review Answer Key

1. D
2. A
3. C
4. A
5. C
6. D
7. D
8. D
9. B
10. D

Worry List

JOB STRESS VULNERABILITY

Are you involved with circumstances on your job that may make you a potential stress victim? Answer the following questions to help determine your stress potential.

1. Do you take at least one break per day to eat a hot, balanced meal?
2. Do you get seven to eight hours of sleep in preparation for your work day?
3. Do your interactions with family members and/or friends create a positive frame of mind for your work day?
4. Do you exercise at least 30 minutes a day three days per week to prepare for job demands?
5. Do you avoid overindulgence in alcohol, tobacco, and/or caffeine?
6. Is your physical condition appropriate for the type work you do?
7. Does your current income meet your basic needs?
8. Do you follow a religion and/ or philosophy which gives you inner strength for the job you do?
9. Do hobbies and activities provide opportunities for relaxation when you aren't working?
10. Are you able to confide in a trustworthy co-worker?
11. Do you openly express worry or anger in an appropriate manner?
12. Do you keep your work space organized?
13. Do you effectively schedule your work time?
14. Do you effectively schedule your off time?
15. Do you invest in daily "quiet time" to prepare yourself for work?

If you answered yes to each of the above questions, your vulnerability to workplace stress is probably pretty low. If you answered no to ten or more questions, you may be a candidate for workplace stress. You may consider an action plan to correct some of the habits which create a stress vulnerability.

WORKPLACE PERSONALITY PROFILE

Sometimes our vulnerability to stress can be predicted by our personality type. Your responses to the following statements may give you an indication of your personality type as it relates to workplace stress. Check those statements which may be true of you.

_____ 1. When stressing a point with a co-worker, I often raise my voice and become tense.

_____ 2. I get very upset if a co-worker performs a job inefficiently or slowly.

_____ 3. I do not consider myself a competitive person on the job.

_____4. I perform all job tasks quickly, regardless of the nature of the task.

_____5. When a co-worker is speaking with me, I give the conversation my complete attention.

_____6. I enjoy relaxing and doing nothing during my break or off time.

_____7. I get impatient during traffic jams on the way to and from work.

_____8. I perform my job best when I set strict schedules and deadlines.

_____9. I get very uncomfortable during "down time," even if the "down time" is expected and appropriate.

_____10. I prefer to perform several job tasks at once.

WORKPLACE PERSONALITY PROFILE INTERPRETATION GUIDE

If you checked statements 1, 2, 4, 7, 8, 9, 10, you may have a tendency to be aggressive and driven, often referred to as a "Type A" personality

If you checked statements 3, 5, and 6 you may have a tendency to be more "laid back," often referred to as a "Type B" personality.

As you responded to the statements, you may have found that you possess a mixture of both "Type A" and "Type B" characteristics. Some individuals are able to integrate and balance both characteristics, thus creating an ability to respond most effectively to different situations.

Those individuals characterized by "Type A" tendencies are often more vulnerable to stress than others.

Job Stress

This handout contains copyrighted material and, therefore, can not be included in this package. A copy may be obtained from the original source:

Raber, Merril F., and George Dyck. Managing Stress for Mental Fitness. Revised. Menlo Park: Crisp, 1993. 16.

Symptoms of Stress in the Workplace

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Raber, Merril F., and George Dyck. Managing Stress for Mental Fitness. Revised. Menlo Park: Crisp, 1993. 17.

COPING WITH STRESS

1. ***TRY PHYSICAL ACTIVITY:*** When you are nervous, angry, or upset, release the pressures through exercise or physical activity. Running, walking, playing tennis, or working in your vegetable garden or flower garden are just some of the activities you might try. Physical exercise will relieve that "uptight" feeling, relax you, and turn the frowns into smiles. Remember, your body and your mind must work together.

2. ***SHARE YOUR STRESS:*** It helps to talk to someone about your concerns and worries. Perhaps a friend, family member, minister, or counselor can help you see your problem in a different light. Remember, knowing when to ask for help may avoid more serious problems later.

3. ***KNOW YOUR LIMITS:*** If a problem is beyond your control and cannot be changed at the moment, don't fight the situation. Learn to accept what is - for now - until such time when you can change it. Remember, "often those troubles that are hardest to bear are those that never come."

4. ***TAKE CARE OF YOURSELF:*** You are special. Get enough rest and eat well. If you are irritable and tense from lack of sleep or if you are not eating correctly, you will have less ability to deal with stressful situations. Remember, if stress repeatedly keeps you from sleeping or eating properly, you should ask a professional for help.

5. ***MAKE TIME FOR FUN:*** Schedule time for both work and play. Play can be just as important to your well-being as work. Remember, you need to break from your daily routine to just relax and have fun.

6. ***BE A PARTICIPANT:*** One way to keep from being bored, sad, and lonely is to go where you can be around other people. Sitting alone can make you feel frustrated. Instead of feeling sorry for yourself, get involved and enjoy the company of others.

SUGGESTIONS FOR COPING WITH WORKPLACE STRESS

SUGGESTIONS FOR COPING WITH WORKPLACE STRESS

Prepare for tomorrow tonight
"Rise and Shine" 15 minutes earlier on work days
Strive for excellence...avoid unnecessary perfectionism
Look your best for work
Avoid extremes
BE SAFE!
Be a source of POSITIVE ENERGY!
Do it now! ...Don't procrastinate
Develop a workplace support team
Recognize your workplace contributions
Stomp negative habits
Set workplace goals
Recognize good things about job and workplace
LAUGH!
Visualize victory on the job
Delete negative thoughts about job and workplace
BELIEVE in yourself
Recognize the power of CHOICE!
Accept CHALLENGES
Eat a difficult task a piece at a time
Form a back-up plan
Schedule your time
Say something encouraging to co-workers
Don't be afraid to say "I don't know"
Seek the SOLUTION!
Maintain good health
Learn to handle pressure
Acknowledge your feelings
Accept responsibility of meeting your own needs
Listen to co-workers
Recognize personal limits
Stretch limits step-by-step
Vary your routine
Get plenty of rest
Get plenty of exercise
Accept what you cannot change
DO RIGHT!
Know your job
BE PROACTIVE!
Recognize that work is an opportunity
Don't over-commit
Set priorities for workplace accomplishment
Plan your work
If it's broke, fix it (or find someone who can)
Ask for help when needed
SMILE while you work
BE PREPARED ahead of time
View workplace problems as challenges
Get rid of workplace and mental clutter

Plan Away Stress

Stress	Plan A	Plan B

WE ALL GET 168 HOURS PER WEEK-- HOW DO YOU USE YOURS?

This handout contains copyrighted material and, therefore, can not be included in this package. A copy may be obtained from the original source:

Ferner, Jack D. Successful Time Management. New York: John Wiley & Sons, 1980. 6,7.

Six Tips for Effective Time Management

This handout contains copyrighted material and, therefore, can not be included in this package. A copy may be obtained from the original source:

Haynes, Marion E. Personal Time Management. Revised Ed. Menlo Park: Crisp, 1994. 54.

Sources of a "To Do" List

1. **Boss-imposed tasks**

2. **System-imposed tasks**

3. **Subordinate-imposed actions**

4. **Self-imposed goals and activities**

"To Do" List

Description	Urgent/Important Priority	Pure Time Estimate

PRIORITY LIST

WEEK

PRIORITY A: "HAVE-TO-DO"

PRIORITY B: "OUGHT-TO-DO"

PRIORITY C: "NICE-TO-DO"

TIME LOG

DATE:_____

	ACTIVITY													NOTES
TOTAL														
7:00 - 7:30														
7:30 - 8:00														
8:00 - 8:30														
8:30 - 9:00														
9:00 - 9:30														
9:30 - 10:00														
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6:00 - 6:30														
6:30 - 7:00														

Overcoming Procrastination

Journal technique

Going public

Worst first

Written reminders

Maintaining Balance in Life

Social	**Health**	**Career**
Education	**Family**	**Spiritual**
Self	**Wealth**	**Leisure**

COMMON TIME WASTERS

Self-generated disorganization * Mail

Procrastination * Burnout

Inability to say no * Lack of interest

Gossip * Coffee Klatch Conversations

Unnecessary perfectionism * Environmental

Visitors * Telephone calls

Waiting for someone * Crisis

Unproductive meetings

Problem Solving
Review

NAME_____ **DATE**_____

_____ 1. Stress can be described as:
   a. physical strain
   b. mental strain
   c. emotional strain
   d. all of the above

_____ 2. Eustress can be defined as:
   a. "good" stress
   b. "bad" stress
   c. "neutral" stress
   d. none of the above

_____ 3. Which of the following can help alleviate stress:
   a. inability to reach personal goals
   b. unsatisfactory human relations
   c. awareness of limits
   d. lack of career satisfaction

_____ 4. Which of the following personality types is more prone to stress-related illness?
   a. Type A
   b. Type B
   c. Type C
   d. none of the above

_____ 5. Which of the following can cause one to be more vulnerable to stress?
   a. eating at least one hot, balanced meal per day
   b. drinking four alcoholic drinks per week
   c. smoking a pack of cigarettes a day
   d. both b and c

_____ 6. Which of the following are tips for effective time management?
   a. list and prioritize weekly objectives
   b. make and prioritize a daily action list
   c. devote primary attention to high priorities
   d. all of the above.

_____ 7. Which of the following is a source for a "to-do" list?
   a. boss imposed tasks
   b. system imposed activities
   c. self imposed goals and activities
   d. all of the above

_____ 8. Daily action lists should
   a. exist independently of lifetime goals
   b. correlate with 10-year goals
   c. correlate with 5-year goals
   d. both b and c

_____ 9. Which of the following is not a technique for overcoming procrastination?
   a. going public
   b. increase planning time
   c. worst first
   d. written reminders

_____ 10. Which of the following is a common time-waster?
   a. reading while waiting
   b. consolidating trips
   c. handling paper once
   d. self-generated disorganization

Problem Solving
Preview/Review Answer Key

1. D
2. A
3. C
4. A
5. C
6. D
7. D
8. D
9. B
10. D

Revised 5/96

College: ESJC____ MSTC_____ **WORKFORCE 2000 PARTNERSHIP** **Date**:_____
Course#:_____ **INDIVIDUAL EDUCATION PLAN** **Level**:_____

Name:_____**Male**:___**Female**:___**Age**:____**Birthdate**:_____

Street:_____**Social Security#**:_____

City:_____**State**:_____**Zip**:_____**Phone#**:(____)_____

Classification: In-State Student___Out-of-State Student___(State)_____International Student___ (Country)_____

Mark Only One: Civilian____Active duty____Retired Military____Military dependent____

Race: White___Hispanic___Asian___Black___American Indian ____Pacific Islander ____Alaskan Native ___Other(Specify)_____

Marital Status: Single____Married____Separated____Divorced____Widowed____

Number of Children Living with You:_____

Employer:_____**How Long?**_____**Job Title:**_____

How many hours per week do you work this job?_____**Do you have more than one job?**_____

Please rate your ability to perform each of the following activities.(P=Poor, F=Fair, G=Good, E=Excellent):

Read English____ Understand English____ Speak English____ Write English____

Work as part of a team____ Use Math____ Solve problems/use reasoning____

Which of the following are required for your job? (Check all that apply)

Read Instructions_____ Speak English_____ Receive Spoken Instruction in English_____

Write English_____ Use Math____ Solve Problems____ Team work____

What are your vocational goals? Immediate_____Long Range_____

Circle the highest grade you completed: 0 1 2 3 4 5 6 7 8 9 10 11 12 GED 13 14 15 16 17 18

Last school attended:_____

What are your educational goals? (Check all that apply)

Improve skills for current job___ Improve skills for changing technology/future jobs____

Improve reading/writing/math___ Improve problem solving/critical thinking___ Improve speaking/listening____

Improve English(for non-native speakers)___ Pass GED tests___ Other(specify)_____

How would you like to be contacted? Through supervisor___Call at home___Letter___Other_____

WORKFORCE 2000 PARTNERSHIP
Individual Education Plan
Learner's Page

Name of Course: Problem Solving
Date of Course: _____

Name: _____
Employer: _____

GOALS	INSTRUCTIONAL OBJECTIVES	LEARNING ACTIVITIES	PREVIEW/REVIEW SCORE		EVALUATION COMMENTS
• Improve Skills for current job	(Motivation)	Motivational Activity			
• Improve problem solving/critical thinking	(Assessment)	Preview	X	____	
	Distinguish stress, distress, and eustress	Instructor Explanation -- definitions of stress, distress, and eustress			
	Verify the legitimacy and/or uselessness of personal worries	Realization Exercise -- worries			
	Identify personal stressors and their source	Self-Evaluation -- personal stressors			
	Recognize techniques for coping with stress	Discussion -- dealing with stress			
	Apply time management techniques for stress reduction	Brainstorm and Evaluation -- weekly activities			
		Planning Activity			
		Discussion -- distractors/habits			
	(Closure)	Discussion -- effective time management			
	(Review)	Assessment	X	____	

Employee Signature Date

Instructor Signature

BEST COPY AVAILABLE